

Unreasonable Hardship Determination Report

Durfee Elementary-Middle School

February 2017

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Framework

State School Reform/Redesign Office Background and Legal Authority

The State School Reform/Redesign Office (SRO) was established in 2010 to serve as Michigan's academic accountability office. The mission of the SRO is to turn Michigan's Priority Schools into the highest-performing schools in Michigan. The SRO's vision is to create the necessary conditions for a globally superior public education system. To do this, the SRO uses both incentives for academic success and consequences for chronic failure. The following state and federal statutes establish the SRO and govern the office's action steps:

<u>Michigan's Revised School Code 380.1280c</u>: Section 1280c of the Revised School Code charges the SRO with the responsibility of identifying and supervising the lowest achieving 5% of schools (Priority Schools). Priority Schools submit reform/redesign plans to improve performance, and the SRO is granted authority to implement intervention if academic progress is not made (i.e. CEO operator for multiple schools, State School Reform/Redesign District (SSRRD), etc.). Priority Schools are required to submit monitoring reports to the SRO in a manner and frequency as determined by the SRO. The statute also provides exemptions for districts under emergency management.

<u>Michigan's Executive Order No. 2015-9</u>: Executive Order 2015-9 transferred the SRO from the Michigan Department of Education (MDE) to the Department of Technology, Management, and Budget (DTMB). It also transferred all authority, powers, duties, functions, and responsibilities assigned to MDE and the Superintendent of Public Instruction under MCL 380:1280c to the SRO.

<u>Michigan Public Act 192 (i.e. Enrolled House Bill 5384)</u>: The law divides the Detroit Public School District (DPS) into two separate districts and requires the SRO to mandate school closures via specified stipulations.

Under these statutes, the State School Reform/Redesign Office must make notifications and issue orders to Public School Academy Authorizers and/or Traditional Public School Superintendents/Board Presidents establishing different levels of accountability based on the performance of the schools they operate/authorize.

Purpose

On January 20, 2017, the SRO published the order subjecting **Durfee Elementary-Middle School** to a Next Level of Accountability pending an Unreasonable Hardship Determination as required under subsection 391(3), MCL 380.391(3). The purpose of this report is to:

- Outline the Unreasonable Hardship Review Process
- Detail the findings of the Unreasonable Hardship Review
- Publish the final Unreasonable Hardship Determination for Durfee Elementary-Middle School, and
- Detail next steps that the SRO recommends in light of the final Unreasonable Hardship Determination.

Unreasonable Hardship Review Process

In accordance with MCL 380.391(3), the SRO must complete an analysis of whether closure of **Durfee Elementary-Middle School** will result in unreasonable hardship to pupils attending **Durfee Elementary-Middle School**. The SRO will consider other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure to determine if closing the identified school(s) would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that the closure of a failing school does not necessitate the enrollment of a displaced student in another failing school. The SRO's Unreasonable Hardship Review will consist of three parts:

- 1. **Part 1:** A comprehensive review of all available data related to the past and current performance of the identified school(s)
- 2. Part 2: An academic and an operational on-site review
- 3. **Part 3:** A detailed examination of other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure.

A set of research-based Turnaround Practices served as the framework for the SRO's Unreasonable Hardship Review. The Turnaround Practices¹ are based on both academic and practice-based research on the common characteristics of successful turnaround schools and are organized into five different domains:

- Domain 1: Leadership, Shares Responsibility, and Professional Collaboration
- Domain 2: Intentional Practices for Improving Instruction
- Domain 3: Providing Student-Specific Supports and Instruction to All Students
- Domain 4: School Climate and Culture
- Domain 5: District System: Districts develop systems to support, monitor, and sustain turnaround efforts

By structuring the SRO's Unreasonable Hardship Review around these domains the SRO is acknowledging that in determining unreasonable hardship one must not only examine historic performance but must also work intimately with local community members and educators to determine if the academic and operational realities of the identified school reflective of a school poised for rapid turnaround.

All of the information produced and insights gained from the Unreasonable Hardship Review Process have informed the SRO's Final Unreasonable Hardship Determination, which consists of a series of 3 Key Questions:

- Question 1: Are the academic and operational realities of the identified school reflective of a school poised for rapid turnaround?
- Question 2: Are there are sufficient other public school options reasonably available to these pupils?
- Question 3: Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

¹ See Edmonds, 1979; Bryk et al., 2010; Marzano, 2003; Newmann et al., 2001; Lane et al., 2014)

Unreasonable Hardship Review Part 1: Data Review

In an effort to inform the Unreasonable Hardship Determination, the SRO requested a comprehensive set of both academic, cultural, and operational data from **Durfee Elementary-Middle School**. The data provided can be viewed in Appendix A. In reviewing this data as well as previously state-reported academic data, the SRO has identified the following Key Takeaways related to the past, and current realities of **Durfee Elementary-Middle School**.

Data Review Key Takeaways

- Academic (Domains 2 and 3)
 - Proficiency
 - The proficiency rate in mathematics was 2016. This in increase from 2015.
 - English Language Arts percent proficient in 2016 was 5.35%.
 - The proficiency rate in science was in 2016.
 - The social studies proficiency was in 2016. A decline from 5.68% in 2015.
- Climate and Culture (Domains 3 and 4)
 - o Enrollment
 - Enrollment has declined from 601 in 2014 to 474 in 2016
 - Attendance
 - The attendance rate was 78.5% in 2016.
 - The percent of students chronically absent in 2016 was 84.6%
- Professional (Domains 1 and 5)
 - o Teacher Evaluation
 - The percent of highly effective teachers decreased from 94% in 2015 to 90% in 2016.

Unreasonable Hardship Review Part 2a: Academic On-Site Review

On February 16, 2017, two representatives of the SRO conducted the Academic On-Site Review for **Durfee Elementary-Middle School**. The purpose of this visit was to gain current and school-specific information related to the current academic realities of **Durfee Elementary-Middle School** from its building leaders, teachers, parents and community members. The Academic On-Site Review was structured as follows:

- Interviews with Building Leadership
- Building Walk-Through with Classroom Observations
- Teacher Leader Focus Group
- Student Focus Group
- Parent/Community Focus Group

In a letter sent on January 23, 2017, the SRO requested that **Durfee Elementary-Middle School** nominate both teacher leaders as well as parents and community members to participate in the Academic On-Site Review.

The review was structured around the research-based Turnaround Practices and questions that served to frame both the interviews as well as the focus group discussions. Responses from each conversation were analyzed and evaluated for their alignment with key indicators of best practices for high-gain, rapid turnaround schools. The following pages provide the results from the site visit. Rubric ratings (see below) and corresponding evidence (in bulleted form) is provided for each Turnaround Practice component. Rubric Descriptors

Strong alignment with best practice

All indicators are evident and there is strong evidence that key structures and practices are being used effectively to improve instruction.

Moderate alignment with best practice

Some of the indicators are evident and there is some evidence that key structures and practices are being used effectively to improve instruction.

Low alignment with best practice

A few or none of the indicators are evident and/or there is little to no evidence that key structures and practices are being used effectively.

A key purpose of the site visit is to assess each school's capacity to engage in accelerated turnaround and to inform decisions regarding unreasonable hardship. As such, site reviewers and the SRO are focused on the following overarching questions.

Domain 1: Leadership, Shares Responsibility, and Professional Collaboration

- Does the school have a collaborative environment (e.g., sufficient teaming structures and ways of working together) that can lead to accelerated instructional improvement?
- Does the school leadership have systems in place to monitor and support the implementation of improvement strategies, including the use of frequent classroom observations?

Domain 3: Providing Student-Specific Supports and Instruction to All Students

 Does the school have and actively utilize a system of assessments and interventions capable of providing student-specific supports and subsequent monitoring of the effectiveness of interventions?

Domain 2: Intentional Practices for Improving Instruction

- Does the school utilize a common core curriculum that is instructionally coherent and that displays a strong understanding of high quality instruction, among teachers and as supported and observed by administrators?
- Does school leadership have a system in place to identify teachers that may need additional support, and specific strategies for providing such support?

Domain 4: School Climate and Culture

 Does the school provide a safe, orderly, and respectful environment for students and a collegial and professional culture among adults?

Determining Capacity for Successful Turnaround

Key Question 1: What are the core issues and challenges that have kept students at your school from achieving? How are you addressing these issues and challenges?

Key Question 2: What are the key practices and strategies that distinguish your school, and will allow your school to improve, leading to increased student achievement in the near future?

	Alignment with Best Practice
Adaptive Instructional Improvement	THE RESERVE TO THE PERSON NAMED IN
All stakeholders espouse an "improvement mindset" reflected in the school's continuous review and assessment of improvement practices and strategies used within the school.	
Key Indicators	
 The school stops or modifies strategies that are not working and expands those that are working. 	
Respectful and Trusting Learning Environment All stakeholders (students, teachers, community members, etc.) have high expectations for students and value working with and learning from each other.	
 Key Indicators Parents and students state that they believe that all of the students in the school will succeed (e.g., will do well in classes, graduate, attend and graduate college). Teachers and administrators work together in formal and informal teams on a regular basis. 	
Instructional Rigor	
Instruction and instructional practices are engaging, differentiated, and sufficiently challenging for all students.	
Key Indicators	
 Teachers provide all students with lessons and instruction directly aligned with common core standards and aligned instructional practices. 	
 Written lessons and taught instruction includes stated and written learning objectives, multiple instructional strategies, and challenging (e.g., higher order) tasks, problems, and questioning strategies. 	
Targeted Interventions	
The school expertly uses specific instructional strategies/interventions executed with a high	
degree of instructional expertise.	
Key Indicators	
 Student work is consistently improving. 	
 Instructional strategies and interventions are implemented with fidelity. 	

^{*}NOTE: Durfee is in the planning process of moving over to Central High School, to make it a K-12 school. Their current building will transition to a project-based learning center.

Challenges

- Poverty
 - o Large homeless and transient population, transportation
 - Addressing the problem: DHS and other community partnerships that address student needs
- Human Capital
 - Teacher shortage, staff turnover, teachers not teaching their content area, no instructional specialists
 - Addressing the problem: Build leadership capacity, growth mindset shift, everyone teaches a class
- Data
 - Staff did not always use data
 - Addressing the problem: Data used from NWEA, ILCs, grouping, and BOY, MOY, and EOY
 assessments
- Attendance
 - o Transient population
 - o Addressing the problem: Teachers call parents, attendance agent, home visits

Key Practices and Strategies

- PLCs and book studies
- Project-based and service learning
- RTI and MTSS
- Community partnerships
- Blended learning
- Differentiated instruction

Turnaround Strategy Domain 1: Leadership, Shard Responsibility, and Professional Collaboration

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Key Question: How, and to what extent, do you (and your leadership team) cultivate shared ownership, responsibility, and professional collaboration in the school?

Alignment **Turnaround Strategy Components** with Best **Practice** Teaming, Shared Leadership and Responsibility, and Collaboration Distributed leadership structures and practices are apparent throughout the school building in the form of an active and well-represented Leadership Team and grade-level and vertical teams. Key indicators: The school leadership team meets regularly and includes representation from all grades and student needs. Grade-level and vertical teams meet regularly. Teams exhibit a strong commitment to high expectations for all students and a willingness to work together to improve instruction. Using Teams, Shared Leadership, and a Collaborative and Trusting Environment to Accelerate Improvement Administrators and teachers (through teacher teams or involvement in the leadership team) are monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement. **Key indicators:** Adaptation: Leadership has the demonstrated ability to adapt, innovate and do whatever it takes to improve student achievement. Instructional Observation: Instruction is formally and informally observed and meaningful feedback is provided. Teachers, as well as students, are held to high expectations.

- Teachers meet weekly during their common prep time
- Instructional Learning Team (ILT) discusses instructional strategies
- Five "look-fors" in walk-throughs: a. formative assessments, b. clear learning targets, c. Bloom's Taxonomy, d. grouping, and e. cognitive engagement.
- Teachers reported focusing on writing and reading across the curriculum and working outside of the box; "interdisciplinary literacy."
- Project-based and service learning for 4th and 7th grade (ex. global warming project)

Turnaround Strategy Domain 2: Intentional Practices for Improving Instruction

The school uses an aligned system of common core curricula, assessments, and common instructional practices across the school and content areas, and employs intentional practices for improving teacher-specific and student-responsive instruction.

Key Question: What are the strategies and practices that you and your colleagues use to improve instruction? Specifically, how do you work to improve teachers' instruction?

Turnaround Strategy Components	Alignment with Best Practice
Common core curriculum and aligned and rigorous instructional practices. Administrators and teachers develop and use vertically and horizontally aligned curricula and instructional strategies that includes common units, lessons, assessments, and instructional strategies and language within and across grades and content areas. Key indicators: Teachers' unit and lesson plans are similarly structured, incorporating best practices, directly linking lesson content with the grade-level standards and standards taught in prior and subsequent grades. A common set of instructional strategies, academic language, and other learning tools are evident in lessons and in practice, to enable students to access content.	
Defined expectations for high quality instructional practices The school has a clear instructional focus and shared expectations for instructional best practices that address students' instructional needs. Key indicators: Leaders and teachers understand the instructional focus and how the instructional focus informs (or is evident in) classroom practice. Teachers have received training and professional development on the instruction focus and related instructional strategies.	
Teacher support and feedback to improve instruction Teachers are actively supported to develop high quality lessons, deliver high quality lessons and instruction and to become experts in using and refining effective instructional strategies. Key indicators: The principal (or administrators or coaches) spend significant time in classrooms, observing teachers' instruction and providing teachers with constructive and useful feedback on instructional practices. Teachers (and teacher team) use a variety of standards-based assessments to assess the effectiveness of instructional strategies and modify instruction accordingly.	

- Teacher collaboration, peer observations and constant feedback, interactive lessons
- Administration reported that excellence is an expectation, and staff must have a belief that students can do the work.
- Formative assessments- make sure that students are learning and look at student growth

Turnaround Strategy Domain 3: Providing Student-Specific Supports and Instruction to All Students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs

Key Question: How, and to what extent, does your school provide student-specific supports and interventions to students?

Turnaround Strategy Components	Alignment with Best Practice
Tiered and Targeted Interventions for Students and Monitoring for Effectiveness The school has a system (structures, practices, resources) for providing targeted instructional interventions and supports to all students which also includes close monitoring of the impact of tiered interventions on students' progress.	
 Key indicators: Students are provided with targeted, student-specific instruction and interventions in direct response to their academic areas of need, rather than placing entire groups of students in intervention groups. The impact of classroom-based and tiered interventions is frequently monitored (e.g., regularly, in 2, 4, or 6 week intervals and often by grade-level teams or by school support teams) and then refined in direct response to students' needs. 	
Data Use and Data Informed Targeting of Interventions Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs.	
 Key indicators: A variety of valid and reliable assessments (standards-based and performance assessments) are used consistently, within and across grades and content area. Administrators and teachers are using assessment to identify the specific students needing additional support and the targeted areas of need for each specific student. 	

- Strategies: Tiered groups based on NWEA, differentiated instruction, technology (ex. smart boards), tutoring, student goal and think sheets, look at WRIT scores, lab library, 21st Century, community partner support and grant writing team (ex. DHS, Life Remodeled, mentoring, Neighborhood Service Organization, etc.)
- Programs: MTSS, MiBLISI, PBiS
- · Library Makeover grant and Reading Room grant recipient

Turnaround Strategy Domain 4: School Climate and Culture

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Key Question: How does your school attend to students' social-emotional health and establish a safe, orderly, and respectful environment for students?

Turnaround Strategy Components	Alignment with Best Practice
Safety and secure learning environment.	
The school has established and provides a safe and secure learning environment for students, staff and community members.	
Key indicators:	country (
 Student to student interaction and teacher to student interactions are responded and considerate, as observed during the visit. 	pectful
Shared Behavioral Expectations that support student learning Administrators and teachers have and use a clearly established set of behavioral expectations and practices that supports students' learning.	Hamiltonia Specifical
Key indicators:	1.45
 Expectations of student behavior are written and clearly shared and under throughout the school building. 	rstood
 Behavioral expectations are reinforced through consistently applied rewar consequences (consistent among and across teachers and grades). 	ds and
Targeted and effective social-emotional supports The school has identified, established, and proactively provides effective social-emoti resources and supports for students in need of such supports and assistance.	onal
Key indicators:	
 The school has identified a wide array of effective social-emotional respon and supports for students in need of such assistance and support. 	ises
 Students that may need or benefit from social-emotional supports are idea and receive targeted social-emotional support. 	ntified
 Data on the effectiveness of social-emotional supports is collected and monitored. 	

- It was reported from the majority of the focus groups that many students (and families) have numerous needs outside of academics. Those needs are being met by staff and wraparound services provided by community partners (ex. Communities in Schools, Girl Scouts, Black Caucus, etc.)
- · Counselor works with small groups
- Students reported that they like that their teachers help and motivate them.
- PBiS- Bulldog bucks, prizes, and behavioral expectations posted throughout the school

Turnaround Strategy Domain 5: District System to Support Accelerated Improvement and Turnaround

The district has developed systems for identifying schools that are not performing well, and strategies for monitoring and supporting school leadership and teachers.

Examples of district systems:

- Strategic placement and assignment of principals and teachers in high need schools, including the use
 of incentives to get the right leaders and teachers in high need schools.
- Provision of additional staffing and resource autonomy to leaders in high need schools
- Provision of additional supports (e.g., coaching supports, instructional resources) to high need schools.

Key Questions:

- How does the district monitor and/or support you in your efforts to improve instruction and raise student achievement?
- To what extent has the district provided you with additional autonomy to make changes to staff (e.g., to hire new teachers and/or quickly remove teachers not supportive of your work), to the school's schedule, and in your use of resources? How much autonomy do you have?

	Alignment with Best Practice
District Capacity - Core Functions	
The District has established and/or provides schools with base supports necessary for	
effective teaching and learning (Core curriculum and professional development,	
assessments, data systems, instructional materials, human capital).	
District capacity - Monitor and support	
The district has established and communicated a district-wide improvement strategy,	
including a vision and specific goals for improvement. The improvement strategy includes	
specific strategies for monitoring and supporting schools (leaders, teachers, and students).	
District Capacity - Conditions and Autonomy	
The district provides schools with sufficient autonomy and authority to implement	
turnaround actions, while holding schools accountable for results.	

- District leads PDs each month and allows flexibility
- Supports: Learning Science International (LSI), network coaches, and action plans (driven by needs)
- Receives resources through grant writing (ex. coats, free food, backpacks, etc.)

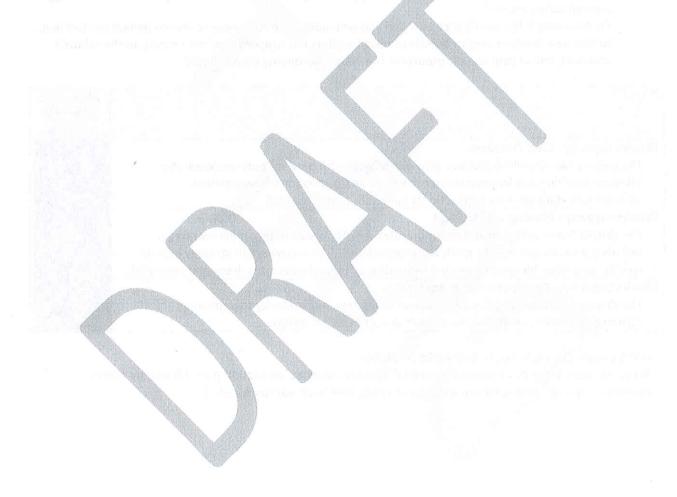
Unreasonable Hardship Review Part 2b: Operational On-Site Review (Facility Conditions Index)

The SRO partnered with DTMB's Facilities & Business Services Administration Office (SFA) to determine a facility conditions index (FCI) for **Durfee Elementary-Middle School**. The FCI measures maintenance and repair costs against current replacement cost of the building. The lower the number, the less cost effective it is for the district to keep the building open.

All inspections were designed to be non-intrusive and the results were based on observations and assumptions given the factual knowledge provided.

FCI SCORE:48.3

A copy of DTMB's FCI report is attached to this report as Appendix B.



Unreasonable Hardship Review Part 3: Access and Availability

Whether statutorily required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), or MCL 380.561(6), or optionally adopted under MCL 380.1280c, the SRO is committed to completing an analysis of whether the proposed closure will result in unreasonable hardship to pupils attending **Durfee Elementary-Middle School**. The SRO will consider other public school options available to students in the grade levels offered and geographic area served by **Durfee Elementary-Middle School** to determine if the closure would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that any closure does not necessitate the enrollment of a displaced student in another failing school. When evaluating the sufficiency of other public school options for affected pupils and unreasonable hardship, the SRO evaluates a variety of factors that can generally be organized into three different categories. These categories include, but are not limited to:

- Geography: Are there schools within a reasonable number or miles from the school identified that serve the same grade levels as the identified school?
- **Performance**: Are there schools that were identified during the geographic evaluation that also have an acceptable Top-to-Bottom ranking?
- Access: Do the students that would be displaced by the NLA Action have reasonable access to the schools identified during both the geographic and performance evaluations?

The results of the SRO's analysis are included in the below table. The number of schools that meet the parameters defined in the left most two columns is included in column #3 and the estimated capacity of the qualifying schools is included in column #4. The right-most two columns define the # of qualifying schools that would not require students to utilize the schools-of-choice legislation (MCL 388.1705/MCL 388.1705c) to gain access and the estimated capacity of those qualifying schools that would not require utilization of the schools-of-choice legislation.

Distance Parameter (Maximum in miles)	TTB Ranking Parameter (Minimum)	# of Qualifying School-of- Choice Schools	Estimated Capacity of Qualifying School-of- Choice Schools	# of Qualifying Local Access Schools	Estimated Capacity of Qualifying Local Access Schools	Total # of Qualifying Schools that Displaced Students Could Access	Total Estimated Capacity of Qualifying Schools that Displaced Students Could Access
5	25	0	0	16	1254	16	1254
10	25	11	29	29	2081	40	2110
15	25	68	391	38	2410	106	2801
20	25	110	590	43	2612	153	3202
25	25	134	703	52	2686	186	3389
30	25	170	929	57	2715	227	3644

Unreasonable Hardship Data Key Takeaways

- There is enough estimated capacity at qualifying school-of-choice schools with a Top-to-Bottom ranking of 25 or higher within 25 miles to accommodate the schools estimated enrollment.
- There is enough estimated capacity at local access schools with a Top-to-Bottom ranking of 25 or higher within 5 miles to accommodate the schools estimated enrollment.



Unreasonable Hardship Review Part 4: Final Determination

The SRO's Final Unreasonable Hardship Determination is based on a comprehensive review of all available data, the results from both operational and academic on-site review visits and an examination the other public school options that are available to the students that would be impacted by the closure of **Durfee Elementary-Middle School.** All of the information produced and insights gained from the Unreasonable Hardship Review Process that have been detailed in this report, were considered when answering the three key questions that comprise the SRO's Final Unreasonable Hardship Determination.

Question 1: Are the academic and operational and academic realities of the identified school reflective of a school poised for rapid turnaround?

The academic and operational realities of the identified school reflective of a school poised for rapid turnaround.

The academic but not the operational realities of the identified school reflective of a school poised for rapid turnaround

The operational but not the academic realities of the identified school reflective of a school poised for rapid turnaround

Neither the academic nor the operational realities of the identified school reflective of a school poised for rapid turnaround

Question 2: Are there are sufficient other public school options reasonably available to these pupils?

There are sufficient other public school options reasonably available to these pupils?

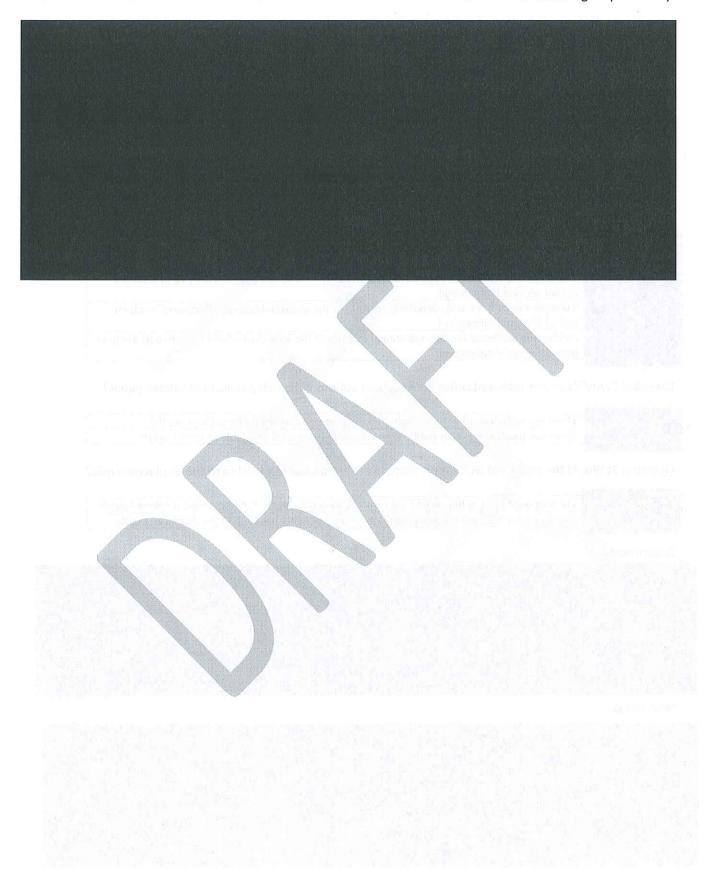
There are insufficient other public school options reasonably available to these pupils?

Question 3: Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

The proposed NLA action would not result in an unreasonable hardship to the displaced pupils. The proposed NLA action would result in an unreasonable hardship to the displaced pupils.

Determination:



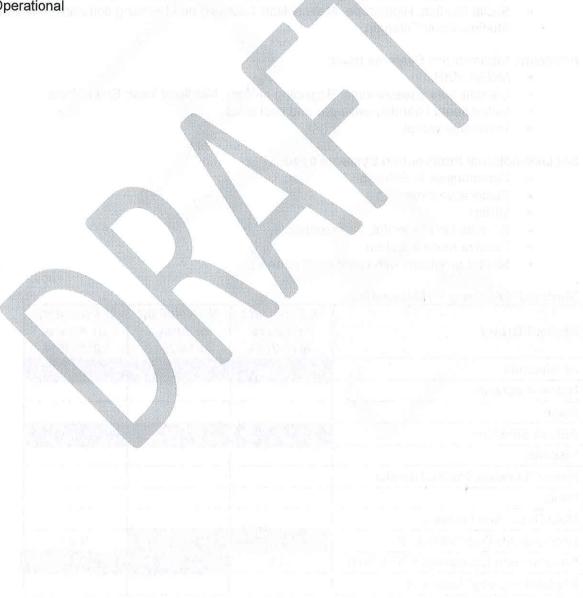


APPENDIX A: SRO Unreasonable Hardship Data Request Packet

The SRO is committed to ensuring that the Unreasonable Hardship Determination required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), MCL 380.561(6), or optionally adopted under MCL 380.1280c is as informed as possible. Therefore, the SRO is requested that the following information be provided in an editable format (e.g., .doc, .docx, .xls, .xlsx, etc.) by Tuesday, February 1, 2017. Where possible, the information provided will be verified against previously reported and publically available data.

Data review components:

- Academic
- Climate and Culture
- Professional
- Operational



Academic Data

Top-to-Bottom Rankings by Year

2012	2013	2014	2015	2016
5	5	4	2	30010

Curricula

- ELA: HighScope, Common Core standards for English Language Arts, SRA Imagine it!,
 Prentice Hall's Literature and Writing
- Math: HighScope, Common Core State Standards for mathematics, envision mathematics, Holt Pre-Algebra, Pearson Algebra 1
- Science: HighScope, Michigan Science Standards, Harcourt Science, Prentice Hall
- Social Studies: HighScope, Metropolitan Teaching and Learning company, Michigan Studies, Scott Forsman

Academic Intervention Systems used:

- NWEA MAP
- · Content area assessments: Beginning of Year, Middle of Year, End of Year
- Instructional Learning cycle pre and post tests
- Taxonomy wheel

Social/Emotional Intervention Systems used:

- Communities in Schools
- Restorative circles
- MIBlisi
- Be safe, Be respectful, Be responsible,
- Positive reward system
- Mentor programs with community partners

Student Proficiency - Mathematics

Student Proficiency - Mathematics	Alterior .		
Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic		policinate	
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			5.03
Students with Disabilities (IEP & 504)	12.9		
English Language Learners	- 10 G		

Student Proficiency - Reading/ELA

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	28.4	6.8	5.35
Native American			
Asian	Service Control No.		
African-American	28.44	6.85	5.37
Hispanic			
Native Hawaiian, Pacific Islander			
White		ANA	
Multi-Race, Non-Hispanic			almada da da
Economically Disadvantaged	30.07	7.11	5.58
Students with Disabilities (IEP & 504)	18.03	5.36	
English Language Learners			

Student Proficiency - Science

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% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
17.86	6.67	9.09
	or Above 2013-2014	or Above 2013-2014 2014-2015

Student Proficiency - Social Studies

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students		5.68	
Native American			
Asian			
African-American		5.75	
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic	ESTONE AND AUGUSTA		
Economically Disadvantaged		6.41	
Students with Disabilities (IEP & 504)		6.67	9.09
English Language Learners			

Climate and Culture Data

Enrollment by Subgroup²

Race	2013-2014	2014-2015	2015-2016
All Students	601	543	474
Male	314	308	270
Female	287	235	204
Native American			
Asian			
African-American	593	541	472
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged	513	453	381
Students with Disabilities (IEP & 504)	113	122	124
English Language Learners			

Enrollment by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-2014	63	78	66	39	57	57	71	88	82	0	0	0	0	601
2014-2015	60	64	65	52	34	57	67	73	71	0	0	0	0	543
2015-2016	44	48	57	58	52	39	53	56	67	0	0	0	0	474

Special Population Percentages

	2013-2014 (%)	2014-2015 (%)	2015-2016 (%)
English Language Learner			
Students with Disabilities (IEP & 504)	18.8%	22.5%	26.2%
Economically Disadvantaged	85.4%	83.4%	80.4%

Attendance

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Attendance Rate (%)	80.5%	78.8%	78.5%
Percent Chronically Absent	81.9%	80.5%	84.6%
Chronically Absent Student Count	531	487	471

² Enrollment by student(s) does not necessarily indicate that the student(s) will take state assessments.

Professional Data

Teacher Evaluations

	# of Teachers 2013-2014	% of Teachers 2013-2014	# of Teachers 2014-2015	% of Teachers 2014-2015	# of Teachers 2015-2016	% of Teachers 2015-2016
Highly Effective	35	87.5%	33	94.3%	28	90.3%
Effective	4	10.0%	2	5.7%	2	6.5%
Marginally Effective	1	2.5%	0	0.0%	1	3.2%
Ineffective	0	0.0%	0	0.0%	0	0.0%

Total Teachers	40	35	31
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